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ABSTRACT

The publication, a summary of a two-day workshop for education and rehabilitation personnel working with the mentally retarded student-client, contains the rationale for work-study experience programs, guidelines for establishing and maintaining a program, and information on various stages of the process. The following papers, which are included in the document, were presented: John R. Peck (Department of Special Education, University of Texas, Austin), "Why We Need Work-Study Programs"; Stanley Fudell (Department of Special Education, Texas Tech University, Lubbock), "Planning and Implementation of a Work-Study Program"; and Tom J. Hicks (Director of Special Education, Arkansas State Department of Education, "Status of Program Standards and Accreditation for Work-Study Programs in Arkansas". Two role-playing panel discussions, also included, were held to exemplify the establishment of a work-study experience program and to provide insight into the cooperative nature of the program and familiarization with the student-client. (EA)

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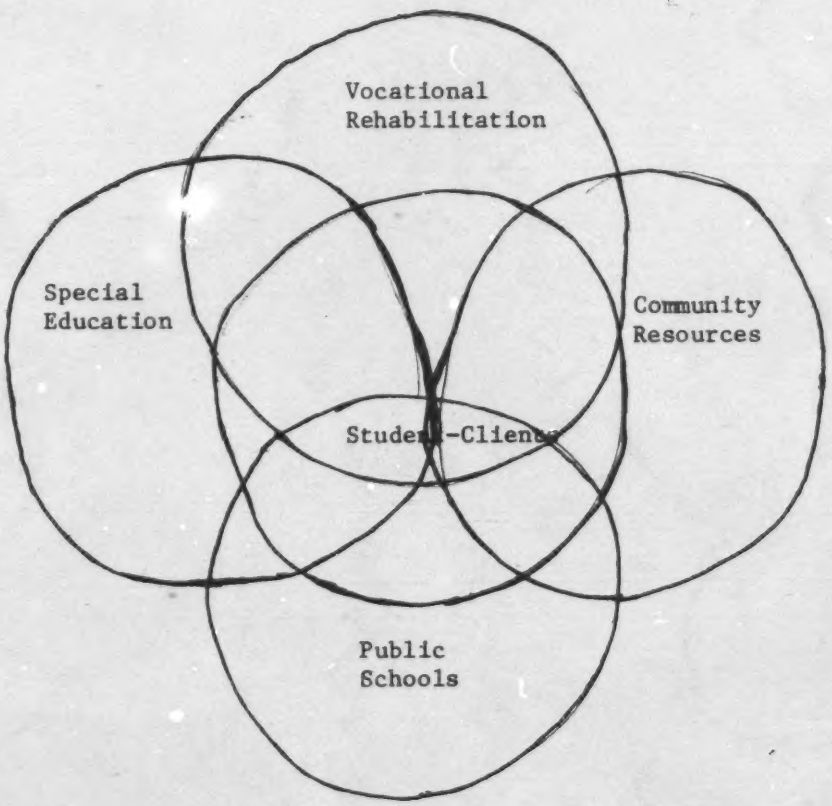
WORKSHOP

on the

WORK-STUDY EXPERIENCE PROGRAM

Hot Springs, Arkansas
April 14-15, 1971



Edited by
Jack M. Plummer, Ph.D.

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Edited By

JACK M. PLUMMER, Ph.D.

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A C K N O W L E D G M E N T S

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Special words of thanks are also given to Ruth Gullett and Ronnie Love whose extra proof-reading and follow-up information, respectively, enhanced this written presentation.

WORKSHOP PLANNING COMMITTEE
and
ORIENTATION TO CONFERENCE

Fay W. Smith, Ed.D., Director
Region VIII
Education Service Center
Magnolia, Arkansas

Robert C. Hope, Supervisor
Program Evaluation
Arkansas Rehabilitation Service
Little Rock, Arkansas

Milburn Adams, Supervisor
Special Education Section
Arkansas Department of Education
Little Rock, Arkansas

Jack M. Plummer, Ph.D.
Director of Training
Arkansas Rehabilitation Research and Training Center
Hot Springs, Arkansas

INTRODUCTION

The Workshop on the Work-Study Experience Program was a follow-up program to a conference which was held last year. The first conference was attended by personnel from both Education and Rehabilitation Agencies, teacher-coordinators and rehabilitation counselors mainly, who were actively participating in established Work-Study Experience Programs.

The present Workshop was also attended by staff representing Education and Rehabilitation, but the majority of the participants represented principals and supervisors. The purposes of the Workshop were to disseminate information in regard to the establishment of a cooperative Work-Study Program, to clarify the roles and responsibilities of the cooperating personnel, to gain first-hand information of the student-client, to familiarize the participants with the other agency's personnel, and to stimulate discussions concerning other needs of the participants.

Following the initial orientation to the Workshop, the guest speakers made their presentations and shared their experiences, opinions, and recommendations with the participants. Two panel discussions were held to exemplify the establishment of a Work-Study Experience Program and to gain insight into the cooperative nature of this Education-Rehabilitation enterprise and familiarization with the student-client.

This publication contains the rationale for Work-Study Experience Programs, the keys to establish and maintain the Program, and information on the various stages of the process.

It is hoped and anticipated that Education and Rehabilitation personnel will find this informative, exciting, and useful when working with the mentally retarded student-client.

WHY WE NEED WORK-STUDY PROGRAMS

John R. Peck
Department of Special Education
Coordinator of Teacher Training in Mental Retardation
University of Texas
Austin, Texas

Work-study is a program for keeping handicapped high school adolescents half time in the school and half time working in the community in order to become competent as employees. Nearly all of these young people we are concerned about traditionally are the mentally retarded.

One problem is that we have been remiss in our identification of the mentally retarded. If we take all children performing below expected grade level, the size of this problem is staggering; but there never was any intention of programs for the mentally retarded to replace such things as vocational education, agriculture, diversified occupations and all the other high school programs to prepare blue collar workers for successful employment. The idea in the program for the mentally retarded is to de-emphasize the academics and to emphasize practical training.

We are talking here about young people whose mental age will never exceed that of a twelve year old and who will not achieve beyond the fourth grade. In the average school, housing say 400 children, this should mean about eight kids; scholastic building with 1,000 students would have about 20 of these children. The size of the problem, therefore, is not enormous. Many rooms would have no retarded children and others one or two. These

identified students would be pulled together to be given the special program in work-study.

The whole idea is to train for adulthood, not to try to make a child who cannot possibly achieve it become equivalent to normal children. The program should include practical training. Why not field trips once a month to get acquainted with the community where he will live? Why not gasoline and electric motors in the building? Why not real assembly line experiences and other work stations? Why not taping conversations and playing them back? Why not good body building equipment and concentration on physical stamina and strength as opposed to reading, writing, and arithmetic? Why not good training in social development like how to act on a date, how to have fun and good self concept?

The vocational rehabilitation personnel can tell us a great deal, we who are educators, about what they want to see in the completed product. We need to learn from them. We need to learn the language of the rehabilitation person and let him tell us, both educators and parents, what the employer is looking for. The employer who understands what this program entails does get enthusiastic. We must <u>sell</u> the employer and, therefore, we must prepare a salable "product". The product we sell him has loyalty, dependability, enthusiasm for menial jobs, good work habits and so forth. Our products must look better on the payroll than the rank and file worker who comes through the typical employment office.

I am confident that if any of us were able to take six days of our busy year to spend in the rehabilitation office in the field

worker's shoes, that we would return to our classrooms with a new philosophy and new approach for teaching the retarded. Such a philosophy would have a profound effect on the preparation of these young people, like some of the young people we are going to see in this conference. We have a great deal more to do than merely to teach them to do their arithmetic, division, and subtraction, and constantly emphasize reading. We have more to do than just that. We have to teach them to get ready to live outside in the world.

These programs must start early. It would be good if elementary teachers and junior high school teachers knew what our tensions were with these young people. More emphasis would then be placed on prevocational training. These young people should be kept from early dropouts by having attractive goals presented to them.

The work-study program is a very specialized program for a selected small number of high schoolers to get them ready to be fitted into the very essential menial jobs needed in society. We owe it to these people and to their families to so adjust the high school program that these young people will be enthusiastically ready for this kind of work, well trained and competent. This is the job we have to do.

PLANNING AND IMPLEMENTATION OF A WORK-STUDY PROGRAM

STANLEY FUDELL
Department of Special Education
Texas Tech University
Lubbock, Texas

I. Planning the Program

A. Identifying appropriate student-clients

1. Conduct an honest evaluation and survey-Does your school really need to develop a Work-Study Experience Program?

2. This Program is for handicapped students. It is not a trash bin to house all educational difficulties, such as some behavioral problems.

3. Evaluate handicapped students realistically. Who are feasible for the Program and who are not? Not all students are.

4. Involve professionals who are receptive and in the power structure, such as Principals.

B. Adapting Program Standards at Local Level

1. Be realistic-who are handicapped and what are their potentials?

2. What must you adapt to initiate the Program?

3. Be flexible and ready and able to change to a better Program.

C. Source of Funds

1. Be certain to identify who pays what and how much-it is important to have the exact figures.

2. Principals, take your business managers to the Capitol, Little Rock, and learn about all the forms which will be involved in the Program. Vocational Rehabilitation forms are numerous and detailed.

D. Establishing Cooperative Agreement

1. Do it all in a legal manner. Have a lawyer go over the forms with the Principal and School Board.

2. Principals, have the School Board's involvement and consent. Explain the legal aspects and costs in dollars.

3. Remember the Work-Study Experience Programs cost local School Boards dollars. Clarify the costs to the Board; don't surprise them later.

II. Implementing the Program

A. Selecting the Teacher-Coordinator

1. The teacher-coordinator is a key person.

2. Look for and find a person who believes that handicapped students can hold jobs.

3. You need a "dedicated salesman" type of teacher.

4. The teacher-coordinator must meet the public, and hard-nosed employers, and sell them on the Program and students.

5. Don't limit yourselves to only a man. One of the best teacher-coordinators is a young woman in Pine Bluff.

B. Selecting the Rehabilitation Counselor

1. The counselor is a key person for the Program.

2. Education, Principal, has little or no choice in selection of the rehabilitation personnel.

3. Same selection procedures as for teacher-coordinator are recommended.

4. The key aspect contributing to the success of the Program is whether the rehabilitation counselor and teacher-coordinator can work together; if not, then the biggest problems are introduced.

C. Staff Responsibilities

1. Be flexible and change as needed.

2. Use school professionals and others in the Program. The school counselor is very important as this counselor may be a buffer between the teacher-coordinator and faculty.

D. Establishing a Placement and Evaluation Committee

1. This Committee should be loaded with receptive professionals in the school power structure.

2. The members of this committee should have some knowledge of the handicapped.

3. The Committee should be able to evaluate reports from teachers, employers, etc.

4. It should be an honest committee and help keep noneligible students out of the Program. The Program is for handicapped students and is not for students who should be in other programs.

E. Informing and Involving Parents

1. This is not always easy to do. It is necessary to be realistic.

2. The teacher-coordinator should have time to do this with parents who are interested.

F. Informing and Involving School Faculty, Community

1. The Superintendent and High School Principal should do initial selling of Program. This also gives it status.

2. Get good newspaper coverage.

3. Obtain cooperation of churches.

4. Try to get support of the local Chamber of Commerce.

G. Sequential Vocational Planning

1. Do you really have a Work-Study Experience Program, or is it a babysitting program?

2. Don't waste tax dollars, have a real program.

H. Record Keeping

1. Have records available to Professionals.

2. Records can often indicate the success or failure of the Program.

3. Records are a vital aspect for the yearly evaluation.

4. Records are also valuable to sell non-believers.

I. Evaluation

1. How many student-clients were placed on jobs?

2. How much money did they earn?

3. What were the alternatives, and were they better or worse?

Pertinent to Students

1. He is unsuccessful in a regular classroom.

2. Regular curriculum is unsuitable for him.

3. It is his right to be educated up to his potential if he desires it.

4. He needs a motivation to succeed-a job and salary could do it.

5. It is his last chance to succeed in public schools.

6. What other alternatives do educators have?

7 This Program has fewer students in class. Students have similar abilities. We can meet their needs better.

8. Academic standards for regular classes are maintained better when these students are not in them, i.e. Algebra, English. They should be in Art, P.E., etc., classes where academics are not stressed.

9. Fewer discipline problems in programs-school is more manageable for them.

10. They get the extra training and education in areas they need, i.e., social development, job-help vs. World Geography.

11. They deserve a chance to succeed.

12. Special teaching methods and curriculum do succeed.

13. Have we failed to meet their needs in regular classes?
We can meet their needs in a Work-Study Experience Program.

Pertinent to Community

1. The students are feasible for jobs if we help them get started.

2. These students are ours-shouldn't we educate them?

3. Could they be loyal to our community because we did educate them?

4. Keep them off Welfare-we all gripe but what do we do?

5. If they can't hold jobs, we can train them to work in their homes, thereby releasing mother to work and stay off Welfare.

6. Dropouts roam the community-looking for what?

7. Considerably less institutionalization when they are trained.

8. They pay taxes when they work and, they're not on Welfare. It's a double savings.

9. Their parents become negative towards public schools if we don't help their children.

10. What type of adults do we want in this community? Drones or workers?

11. Does all work require a high I.Q.? Or is it different in schools?

12. Have you ever been in a Work-Study Experience Program class? Would you like to visit?

13. They learn to identify with a good helping person in a Work-Study Experience Program class.

14. Families move from our community if no services are available for their handicapped high school students. We need them all.

15. Are we their brother?

Pertinent to High School Principal

1. This is a new dimension to a high school program not a drastic change.

2. You set the administrative tone. Is it accepting or rejecting towards this Program?

3. You have to sell it to the Faculty and School Board.

4. If you refuse the Work-Study Experience Program, do you have a curriculum available for these students? Do you have a teacher and staff capable of educating these students?

5. Is this Work-Study Experience Program a feasible way to educate handicapped students? Or do yours drop out?

6. Where do these handicapped students drop out to-jail, Welfare, etc.?

7. What's a mentally retarded student or learning disability student or emotionally disturbed student? Could you answer this better in terms of jobs?

8. When you start a Work-Study Experience Program, don't look for the traditional high school curriculum. This is different.

9. How do you sell your old guard high school faculty? They are concerned with grades, college preparation, diplomas. Work-Study Experience Program is not this type of program. Bring in a successful teacher-coordinator and his Principal. Show records, jobs held, money earned, taxes paid, etc. This type of information talks.

STATUS OF PROGRAM STANDARDS AND ACCREDITATION FOR WORK-STUDY PROGRAMS IN ARKANSAS

Tom J. Hicks
Director of Special Education
State Department of Education
Little Rock, Arkansas

The work-study program which has been operating in the public schools of the state has been a cooperative venture since its beginning. There has always been a well understood relationship among the three parties in the agreement for such a program - the local school, the Special Education Section of the Department of Education, and Arkansas Rehabilitation Services.

Before a new program is established, all three of these agencies are represented in a meeting to discuss the full responsibilities and duties in carrying out the goals of the program. This "meeting of the minds" has eliminated numerous obstacles which other programs such as this have faced.

During the sessions previous to this elaboration, time has been given to the vital role of the teacher/co-ordinator and the demanding responsibilities of this position. The importance of good testing procedures and proper placement have already been discussed in detail. Information has already been given regarding the funds from state agencies for operating a work-study program and the importance of maintaining a proper ratio of state matching with federal monies.

Another aspect of the work-study program which is becoming increasingly important is the total concept of program standards

as they relate to school accreditation. The question of "Why do we need a work-study program?" was asked yesterday. Another answer to the question could be to assist the school in meeting its requirements for a North Central Association accreditation rating.

The need for or the lack of accreditation is rarely questioned in the State of Arkansas today. School people as well as the lay public realize the importance and prestige given to those schools who have attained the highest rating possible for their programs. Regardless of the level accreditation, State Class A or NCA, the school is proud of its efforts in reaching this accomplishment.

The North Central Association gave very little thought to the checking of special education programs in an evaluation report until very recently. The new 1970 edition of the Evaluative Criteria is the first time that a section has ever been devoted to Special Education programs.

The present Section 4-17 in the Evaluative Criteria is a combined product of the National Association of State Directors of Special Education and the work committees of the NCA. This Section was prepared over a period of three years and represents a comprehensive examination of special programs which should be offered in quality high schools across the country.

Since this year is the first time for the Section to be a part of the overall NCA Study, the enforcement is not as strict as some of the older regulations. This should not be interpreted to mean that the Special Education Section of the Evaluative Criteria will never be strictly enforced. It is understood that, for the first few years only, tolerance will be allowed. As soon as all schools,

committee members, and Department staffs are familiar with the Section, it will become as important to meet the requirements for special education as those regulations for Guidance, Librarian or other teaching personnel.

Presently, the interpretation is given that NCA schools must make special services available to the handicapped population of the school. This does not imply at this time that each school must offer all special services to all of the handicapped population on the school campus. It does allow for a district to contract with other schools and agencies to provide the service. The major point is that the service is available for a handicapped child should he need it.

A bit of irony is witnessed here. Should a school have a special class in operation when the visiting team arrives for the accreditation study, it is examined to the letter of the regulation to comply with each requirement; however, another school may have no services for the handicapped and receive less pressure. This represents just one problem which exists in any new program and its implementation. This, along with many other questions, will be solved soon. It is felt that in a few short years the State NCA Committee will take a firm stand on this program and its role in the total school evaluation. I personally feel that the regulation will be such to require all NCA schools to provide a number of programs for the handicapped children based on the ratio of these children in the school.

When this type of statement is made by the State NCA Committee, it will be necessary for many school administrators in the State to

look for solutions to meeting the needs of the handicapped in their schools.

The work-study program we have talked about during this workshop is only one type of program which may be available. Services to all other handicapped students in the secondary school also need to be offered. Various programs need to be available to the physically handicapped, visually impaired, and emotionally disturbed as well as all others who are in some way less than average in ability.

During the 1970-71 school year, there are approximately 5,000 elementary EMR students who do not have secondary special education programs available to them. This means that nearly 1,000 students next year could have the 6th grade level and pass to the junior high with no special class to meet their needs. Situations such as this give very few alternatives.

1. These students move to the junior high regular program - fail - then drop out. The previous years of training and money have been wasted.
2. These students move to the junior high program and meet frustration which cause them to react in a way which causes them to get expelled.
3. Students are enrolled in a lower track of the curriculum, and they are tolerated and then passed on without really gaining from the school experience.

The State Board of Education approved a regulation in 1967 which said each school establishing an elementary level special education class would have six years to prepare for a secondary level. After a junior high class was established, a school would

have three years to offer the complete upper level program.

The regulation implies that by 1973 a number of schools should have implemented a junior high level program, and another portion should have plans for the secondary level or work-study program.

During this summer the Special Education Staff plans to:

1. Organize a committee to study curriculum areas for secondary programs for the handicapped.
2. Make suggested recommendations on the various requirements needed for graduation from a work-study program.
3. Recommend a standard for grading and recording pupil progress within the work-study program.
4. Establish a dismissal policy for leaving the program.
5. Make recommendation for the type of diploma to be awarded graduates of a work-study program.

This committee will be representative of the local schools, the Education Department and Rehabilitation Services.

Things which must be considered by this committee are:

1. What is needed for graduation from this program?
   A. A traditional following of the present 16 unit curricula.
   B. A skills approach curriculum.
   C. A curriculum which is flexible to allow for 2-4 years attendance.
   D. Built in requirements for at least 12-24 months of successful job placement.

2. What type of program should be available for early finishers or early starters in such a program?

I personally have some ideas which I would like to see in the new regulations. I know these guidelines must be flexible. They must represent minimum requirements for programs across the state. However, I feel that we must establish some accepted standard so that the programs at Jonesboro will have some of the same qualities and consistencies as the ones at Texarkana and Hot Springs.

It will be only a short time until the NCA will require us to set down these program policies, and serious consideration must be given to them.

I feel there definitely needs to be some form of set requirements to regulate the length of time a child is expected to stay in the program before he is dismissed. I also realize the great flexibility necessary for this type of program as well as the sacrifices which will be necessary.

It seems imperative to me that a child and his parent should know and understand what vocational skills and academic skills will be expected at a certain rate. All of those involved need to be assured that job exposure will increase as skill acquisition is increased.

I also feel that full-time employees who do not report to the school for counseling or academic work at all should be dropped from school enrollment and ADA records. When he no longer needs the school he should become the full responsibility of Rehabilitation Services.

A common problem may be that if it takes only one year to finish high school in a work-study program, many of those students who only want out of school fast will find their way through this program. Such a dropping in standards will destroy the original intent of the work-study program for the educable mentally retarded.

The effectiveness of a child attending an elementary and junior high special class before he enters the work-study program has been pointed out clearly in this meeting already. Should the child really need the services at a younger age, it is doubtful that he will outgrow this need. Hopefully,we will not have many secondary programs trying to fully prepare the EMR student in only one or two years of crash instruction without an elementary or junior high background.

The time to prepare for the forthcoming requirement to program at the secondary level is now. Some problems which must be faced at the last minute rush will be:

1. Lack of properly trained teachers.
2. Classroom space.
3. Adequate finances for the expenses.
4. Available rehabilitation assistance.
5. Supply of suitable work stations.

All of these can be overcome if we start to plan now before the pressure is really applied.

We all realize that we have a long way to go in the area of secondary programs for the handicapped. However, we must admit

that we have already come a long way too. From the strides and the experiences we have had, the long way home will be easier. We are on the right road; and with continued cooperation and patient understanding, I am confident that we can better prepare our handicapped students.

ROLES AND RESPONSIBILITIES
IN THE WORK-STUDY PROGRAM

First Panel Discussion

This panel role-played the first meeting of personnel who were interested in initiating a work-study program. The participants' roles included a school principal, a teacher-coordinator, a rehabilitation counselor, and two consultants, one from the State Education Agency and the other from the State Rehabilitation Agency.

Participant	Role
Tom Bensburg	School Principal
Danny Stell	Rehabilitation counselor
Ronnie Love	Teacher-coordinator
Dr. John Peck	Rehabilitation consultant
Dr. Stanley Fudell	Educational consultant

DISCUSSION

Principal: We're thinking about initiating a Work-Study Experience Program in our school, and the first thing we have to do is identify how many children we have who would fit into and benefit from the Program. I'm not qualified, and don't know if any of my staff is trained to screen kids for the Program. I understand that there are some tests which must be administered and that certain kinds of individuals should not enter. Who should do this screening?

Educational consultant: Do you have a psychologist or educational diagnostician on your staff?

Principal: No, we're a small school district.

Educational consultant: Which Educational Service Center is nearest you?

Principal: Region VIII.

Educational consultant: Well, the Region VIII Educational Service Center will have staff to conduct the initial screening. May I also make a suggestion. If you ask your teachers for referrals of

students who are not doing well in their classes and who might benefit from such a Program, you would be deluged by the number of names you would receive. Therefore, you should request a Pupil Form from the Region VIII Center. This form has a list of specified behaviors which teachers can use to choose students. When teachers from each school in your system have submitted names, you can sit down with principal and two or three teachers who would know these students and a counselor also. During an informal staffing you could also delete more of the students. You will probably come up with a core of students. These students should be referred to the Region VIII Center, and the costs for services are minimal. These initial screening procedures will assist in appropriate admissions of students into the program.

Principal: Where does Rehabilitation come into this Program, what part do they play?

Rehabilitation consultant: We think a person who has completed this much school can have assurance that someone is concerned about him, his disability, and his role as a competent worker and ability to make a living. When a person finishes school he is ready to go to work...it's up to him now. The Rehabilitation position is that some people require professional assistance beyond what the public school can offer. This is where our staff functions and what it does. These students will have to compete with "normal" graduates. The Rehabilitation counselor can assist in job selection and job placement. He has, however, quite a territory to cover and demands on his time. It has been found that a liaison person, between the school and job placement is needed. The liaison in this case is the teacher-coordinator.

Principal: Well, we're a small school system and probably can't afford to hire this extra person, this teacher-coordinator.

Rehabilitation consultant: What if he were one of your present teachers? A person who would be interested and dedicated is needed.

Principal: ...And switch assignments.

Educational consultant: The State does allocate $200.00 per student up to 10 students a year. If you had a minimum of 10 students in the regular program, at least half the time, you would be eligible for a grant of $2,000.00. This would pay part of this staff person's salary.

Principal: Yes, that would help some.

Teacher-coordinator: How do we determine admission into the class, into the program?

Educational consultant: After taking referrals from teachers, screening, and referral to the pupil appraisal team at Region VIII, then you sit down with the Rehabilitation counselor, principal and anyone else he might designate and make a group decision. It is much more feasible for the group of knowledgeable people to make the decision, looking at past performance in school, test results. Also, it's no sin to make mistakes.

Rehabilitation counselor: Can you move students in and out during the year?

Educational consultant: Yes. As the teacher-coordinator and others motivate these students, some may return to the regular class and make room for new admissions to the program. So, some may move in and out. Others, such as those more mature students, may be ready for a half-day employment schedule and then full-time employment. This also makes room for additional, eligible students. The program is very flexible and limited basically only by your desires.

Principal: What about training for the teacher-coordinator should we decide to initiate the program? What kind of training, say over a summer or other times, would be appropriate to meet his needs? And, secondly, what help can you give us, such as materials, which relate to employer-employee relationships and employee adjustments?

Educational consultant: You must apply by August 15 to be eligible for Program funds in September. If possible for the teacher-coordinator, there are several universities in the State and Region which offer related course work. Also, there is a workshop in the fall each year offered to teacher-coordinators. By attending summer classes and the workshop, the teacher-coordinator could get what we call Provisional Certification. As long as he is making progress toward full certification he could be provisionally certified. There is, therefore, no problem concerning State support and his certification..

Another thing I would suggest as wise would be to send him for 2 or 3 days prior to June to work with a successful teacher-coordinator in an established program, gather lists of materials and curriculum, and take a hard look at what the program entails. This would also assist him with deciding whether he wants to do this.

Rehabilitation consultant: That is also a good experience for contacting employers and learning to sell.

Educational consultant: You won't be a procurer. You will be selling probably the hardest product on the labor market, but you will be selling one of the most fascinating labor products in the world. You cannot offer a person with the basic intelligence that

people seem to seek in an employee. You will be offering someone who will be under your direct supervision, taught in school how to succeed on that job, and who will be given enough time to actually produce so the employer makes a profit.

Rehabilitation counselor: How will I know what skills the student-client will be getting?

Educational consultant: Generally speaking, what has to do with school teaching, etc. is the teacher-coordinator's job. What has to do with actual Rehabilitation services, costs, special contracts for below minimum salaries, are handled by the Rehabilitation counselor. The job selection and job placement procedures could be a cooperative endeavor of the coordinator and counselor.

Teacher-coordinator: The reason the principal approached me is because I've worked in our remedial program. I've never worked with this type of student before.

Educational consultant: Do you believe in it?

Teacher-coordinator: I have seen students in our remedial program who should have been in some other type of program. I wanted to help them but I was in no position to do so. And this is why we have discussed this.

Educational consultant: How would you have helped those students if you could?

Teacher-coordinator: Well, take a couple of young men that I knew were excellent workers. They worked with NYC and were the best workers they had. Now if these boys had been given part of the school day to go out and work on the job, they would probably not have dropped out of school.

Educational consultant: This is exactly the type of program we want you and the Rehabilitation counselor to start.

Teacher-coordinator: If only those students could have stayed in school one semester and worked during the summer for the NYC program. But when the fall came they were gone.

Educational consultant: If those two young men were still in school and you had the time and were allowed to seek half-time job placements for them, where would you have gone to look for jobs?

Teacher-coordinator: Well, I would have probably started in our own school, on the campus because that is where they worked before. One of them was very adapt at mechanics and he could have worked in our school bus shop.

Educational consultant: Would they pay there?

Teacher-coordinator: I don't know.

Principal: Right, we could pay him.

Educational consultant: You get a special dispensation and pay him below the minimum wage. At the beginning he may not be worth more. How would you go about teaching him how to read a parts catalogue if he worked on buses?

Teacher-coordinator: First, I must get one.

Educational consultant: That's a good start.

Teacher-coordinator: Then I would find out what kind of buses they have so I would know the specific kinds of parts he would have to read. But he may not start out working on buses. He won't start out repairing the buses, he would probably start out cleaning them up.

Rehabilitation counselor: Let me add something, I might be able to help Mr. Love, - I might suggest that this case sounds like a good vocational adjustment situation for a student where he could pick up the very basic mechanical skills possibly on the school grounds. After high school graduation we have an excellent mechanic school in Hot Springs, and if he passes the exam we could even help him in vocational schools throughout the State. So, if he could get the bare minimum while he is in school, then he could finish, hopefully, within a year or two after graduation.

Principal: Gentlemen, along another line here in some of the advanced material that you sent, it is suggested that we have a meeting with parents of prospective students in this program. I am sure they are going to have a lot of questions that none of us are prepared to answer. For instance, how these students would get from the school to their job stations is one thing that comes to my mind. Who is responsible, you know, if they have an accident on the job? Is the principal responsible to get an ambulance down there to take care of that student? And what about liability and these kinds of matters?

Educational consultant: Does your school have a student insurance plan?

Principal: Yes, it does.

Educational consultant: Can you get that extended, or is it already extended, to include any school activity, sponsored by the school in which the student is involved?

Principal: Well, it doesn't include extended activity such as athletic programs, choral trips, etc.

Educational consultant: You probably would be able to get that to include a work station that the student is on and this would cover him through the school. Employers are very reluctant to take students, especially handicapped, who are beginning to learn on their compensation policy. Most important they would turn Mr. Love down on a potential job place if he did not have a coverage afforded by more insurance.

Principal: What about transportation situations, any suggestions there? Some of these jobs are miles from the school. I doubt if the school is in a position to hire a bus driver during the school noon hour. It would probably be a situation at first where they will have to provide their own means of transportation.

Rehabilitation counselor: I don't know, but vocational rehabilitation may have funds to assist with transportation.

Rehabilitation counselor: After a plan has been developed and a student is in active training, I think we can give him some financial aid in providing transportation to and from the job.

Educational consultant: I might make a suggestion where other school systems have done quite well. They try to take one of their better seniors, someone who is a stable senior, and give him his lunch hour and study period at that time and they pay him mileage for taking 2, 3, 4, or even 5 students to their work stations. Then usually they can get a ride back to town with one of the people who work there. The problem is getting them there. In fact, they usually arrange their own ride.

Teacher-coordinator: Part of these students, they live out in the country and buses might be gone. How are they going to get home?

Educational consultant: One possibility, hopefully, is that there is someone on the job who lives in that area. But you can't always count on that either. The same boy who takes him to work could also take him back home.

Principal: You are suggesting there might be some funds available for this kind of situation.

Educational consultant: The Rehabilitation counselor says that there might be funds available.

Rehabilitation counselor: I think this would have to be with a licensed cab company, city bus, something along that line. I'm not sure that this would cover salary for a student driver.

Principal: Do you have funds available for a student who needs a physical, for instance? Someone from a low income family, he is

interested in the program, he needs a physical examination, he doesn't have the money and I don't have that in my school funds, per se. Is there some source we could have here?

Rehabilitation consultant: It is one of the great advantages of vocational rehabilitation that we do have money for testing or assessment or the procurement of prosthetic equipment, etc. The schools cannot do this. This is one of the great advantages rehabilitation has.

Principal: Yes, I can see where this could be an advantage to us in our situation.

Rehabilitation counselor: It is required by rehabilitation that we purchase a physical examination for each client before he is accepted for services. Then if there is the possibility or reasonable expectation that he can succeed in achieving a vocational goal, rehabilitation will provide pretty well the essentials the student needs in order to reach his goal. We will purchase a physical examination and other prostheses that are needed for the client.

Principal: Good, that sounds like it would be a real help to us there. Whose responsibility is it to handle a situation out on the job where the employer is actually exploiting this student? For instance, when he took this student the employer said he was going to pump gas, and this would be his main job. A few weeks later, however, we find out that the employer has him doing something much more complicated and dangerous to this individual, who is handicapped, and we feel this situation shouldn't be taking place. Is it my job to say something about this, is it the teacher-coordinator's job, or whose is it?

Rehabilitation consultant: I would start with the teacher-coordinator to see if he can't get a better understanding by direct discussion with him. But if the man is adamant and insists he will use him the way he wants to, in cases like that it is much better to move the client to another place.

Principal: What if the student is the one at fault: He is not being cooperative, cursing and swearing at the customers on occasion, smoking around the gas pumps, any number of other things? Here again, does the teacher-coordinator jump in and handle that?

Rehabilitation consultant: Work-study means the person is a student half of the time and he is a worker half the time. If during the time he is working, he is using improper methods, he is doing things that are not acceptable, then the big thing we can do back in school for that young person is to teach him, to show him and to guide him in doing things properly. This is where the school

can make his adjustment a lot more effective. You have an opportunity here that you wouldn't have otherwise.

If a person is working full-time, he is not under control of the school. If he developed or had all kinds of bad habits and got fired for them, nobody can get help for him. But when he comes back to school every day or when he exchanges his work at school, one of the main things in school is "How did the job go?" and "What did you learn here to make this job better?"

Teacher-coordinator: This is one of the things I am going to be doing then, teaching these students good personal habits.

Rehabilitation consultant: Instead of just multiplication tables, his time should be taken up with what happened yesterday on the job, "In what ways did you get in trouble?", "Did they bawl you out for something?, If so, let's find out what you did that was wrong." Personalize his education.

Teacher-coordinator: If I need to talk to him about this--I've got 14 other students in the class and we are trying to work on other things as well. Can Mr. Stell come and counsel with this student and help him?

Rehabilitation consultant: Yes, but who could benefit more than all those kids listening? Their turn will come up next when they do something wrong.

Educational consultant: The most effective teaching you can do is to take an actual job situation where the kid is fouled up and use him as a reinforcer.

Teacher-coordinator: I don't know if I would want to embarrass this child in front of the rest of the kids or not.

Educational consultant: You appear to have the tact to handle the situation. On occasion you would be wise to chew him out, plain and simple, if he repeats the offense. Just because he is handicapped doesn't mean he can't get a spanking, it's his birthright.

Principal: What are some things the parents of these students need to know?

Rehabilitation counselor: I think it is important that parents realize that possibly at a certain stage of the plan their child may be asked to work for maybe 50% of minimum wage-no lower than 50%, sometimes from 50% on up. But, they profit more by this rather than sitting in front of the T.V. drawing no money at all.

Principal: Let's talk about our Junior High situation for just a moment. We have grades 7 through 9 and not all of these students are old enough to participate in this work-study program. We only have one teacher-coordinator and during one half of the day he will need to be out working with these kids on the job, I understand. Now, what am I going to do with these 5 other students who are not old enough to go out on the job situation? What am I going to do with them?

Educational consultant: Are you saying that you do not have enough students in the High School program who would qualify for this?

Principal: No, I am on Junior High now.

Educational consultant: Normally, that would be another program, that would be another class, with another teacher, in a pre-vocational program.

Principal: But now you say I would start the program off with two teachers, and financially I can't do this. I can only allot salary enough for one teacher. To start the program in the Junior High, I am afraid we are going to have two age groups represented in this class under the teacher. I'm wondering how to handle these two groups during the one half-day when that teacher is out on the job, you see.

Educational consultant: In a small school system that situation is quite possible. Mr. Love, the teacher-coordinator, would teach the class in the morning. In the first three periods, Mr. Love would have both groups. He would probably not have a large group. Now remember, Junior High age children are not eligible for this extra stipend. They would be eligible under the regular special education stipend, so you would be getting some support there from the State and you would be getting some support from the secondary level program. If you have just enough to combine both groups, Mr. Love could teach them in the morning until 12:00 or 12:30. Then in the afternoon, I presume both levels are on the same campus, your Junior High kids should be taking courses like P.E., art, music, homemaking, industrial arts. You have a good choice of electives, or what we would call minimally academic subjects, and these students should be interacting with normal students. This is where your Junior High group or High School kids who are not yet in a job situation would be in the afternoon.

Principal: That solves the problem of the teacher-coordinator. But would that create new problems for the regular classroom teacher into whose room these students are now going?

Educational Consultant: We are not asking you to put it into a 7th or 9th grade language arts class. We suggest that you put them in a shop program. Many of these youngsters who are unable to read very well do quite well when they see the actual object. Of course, your school system ought to have about a half-day of inservice education prior to the opening of school next fall. In this way, all of the teachers could be clued in to what the teacher-coordinator and the school system will be doing.

Now, which class do you put these kids into? You know your teachers better than we do. You know that there may be three shop teachers in your program on both campuses, two of which may not be very receptive to these children, but the third would. If you would recognize this wonderful receptivity in him and ask him to take them, you would minimize your problems.

There are not too many children involved so it won't be a large group.

Principal: Let's talk about public relations just a minute. I'm concerned that the public accepts this program, that they support it by providing jobs for these kids, and that it becomes a continuing type of thing. I'm concerned that our Board support it financially. Do you have any suggestions for developing some kind of a public relations program to run this work-study program to the fore front, to create an awareness on the part of the community of what we are trying to do and what is available? Are there any models that are used in other school districts?

Rehabilitation consultant: One of the nice things I have seen in some states is graduation for the young people who completed special education and have proved themselves to be eligible to hold down a job by having actually been through a work-study program and employed full-time for at least 2 semesters. In June you bring them in and see that they get a regular graduation from High School, either in a special program just for the handicapped or as a part of the regular graduation ceremony.

Here is where a lot of good public relations could be done. I mean using the T.V., the newspapers, and featuring the young people who have succeeded by sticking to their program, the Work-Study Program, and then capping it off with evidence that they can go out and make a living for an extended number of months.

Teacher-coordinator: Have you ever talked with any Civic organizations to inform them about this program? What do you tell them about this?

Educational consultant: First of all, in order to publicize a program, you have to prepare a presentation. If you don't know enough about it or feel incapable of giving a presentation, our

office will mail you a list of addresses who have prepared such presentations. But you will find that your school system has someone designated with some authority for publicity for public relations. If you so desire, you could make your own slides of your students.

Rehabilitation counselor: We do have information officers who will lend aid in public relations for a Work-Study Program.

Principal: In other words you might send us some slides of a successful program in another place showing the student working on the job.

Rehabilitation counselor: And newspapers, articles, pictures, that sort of thing.

Rehabilitation consultant: It will show how the schools and vocational rehabilitation are both doing. The principal also, with his personality and his presence, can address the Civic clubs, and other places very effectively, if he is sold.

Teacher-coordinator: What happens to these students when school is out in the spring? What do we do with them in the summer months? We are out of school for three months as we only have a nine month contract. What happens to them then?

Rehabilitation counselor: Can you change the contract to twelve months?

Principal: That's easy for you to say that, but that costs me money.

Educational consultant: The State will still support his salary pro rated for what they do for the nine months.

Teacher-coordinator: You are saying that the students don't stop their job when school is out?

Educational consultant: No sir, people work twelve months a year. Now, you may not want to work twelve months a year. You may want to work nine, ten, eleven, and that way your job can be set up on a ten or eleven month pay scale. Hopefully, by the end of the school year, your students should be able to function on their jobs without your constant supervision or weekly checkbacks.

Principal: Would it be feasible to have a teacher-coordinator on a half-day salary during the summer months, for instance to work out here on the job stations?

Educational consultant: He would be doing a full day's work, why shouldn't he be on a full day's salary?

Principal: Well, I'm just trying to work out something for the summer months.

Educational consultant: This would be something that you would have to develop with your teacher-coordinator. If Mr. Love has been able to secure full-time employment for June, July and August, I don't think you could expect him to work in June, July and August at half salary. He has a family to support and I don't know why we should penalize him just because he is willing to go to a new program.

Principal: We are not trying to penalize him, it is just a matter of financial facts we have to work with here.

Question from audience-participant: I have a question. This is a hypothetical situation. I am part of a committee to select students for a Work-Study Experience Program. I have eligible students in grades 10 through 12. They all have similar IQs and abilities. I have seven in grade 10, ten in grade 11 and five in grade 12. I can have a maximum of 15 students. Which ones do I choose?

Educational Consultant: Who sets this maximum?

Participant: The State.

Educational Consultant: So you have twenty-two actual students. I would take my 11th and 12th grade students first. The reason I would prefer to take the older ones is if you wait a year, those five 12th graders would be gone. You would never be able to make the contact with them. The 11th graders-you have ten and that's a sizable group. You might need two years or most of two years to work with them. The 10th graders-you can't put them on your role, but you want to make yourself a master roster. In the Fall, go around to their teachers and explain that they are eligible for your class, but because of space you cannot take them. If you would give these teachers a good resume of these students' abilities, maybe and probably, they would be moving into the Work-Study Program next Fall. It's quite possible that there would be a little less of this academic pressure on these seven students and they might all last through to the next year when you can have them. I like to catch them before they go, not guaranteeing any success, but I like a shot at them.

Rehabilitation Consultant: There is a more generic answer than this, but much less specific. Each year that a child gets older our chances for helping him are less, and the earlier he is in special education, the earlier we can begin to affect his life through the things we do. I guess I am being fatalistic in saying those 12th graders are lost anyway, and let's put the energy, the money, the funds that we have now on the younger ones and let's see if we can do something for them.

EXPERIENCES IN THE WORK-STUDY PROGRAM

Second Panel Discussion

The following is the context of the second panel discussion. The panel-participants included a teacher-coordinator who had placed two students with the employer; the employer, a business manager who presently has two students from a Work-Study Program working for him; and two student-clients-Bill is presently with the employer on a part-time basis, and the second student, Maxine, is in a Work-Study Program which includes one-half day in school and one-half day in Cosmetology Training.

The members of this panel were:

Participant	Role
Steve Phaup	Teacher-Coordinator, Jonesboro High School
V.C. Wheeler	Employer; Manager McDonalds Hamburgers
Bill	A Student-Client, Jonesboro High School Work-Study Program
Maxine	A Student-Client, Hot Springs High School Work-Study Program

V.C. was initially contacted by Steve. Rapport was established and Steve provided V.C. with the objectives and services of the Work-Study Experience Program. They also discussed certain student-clients who might fit available jobs in V.C.'s business.

Steve first placed a student-client with V.C. as a fry-cook on a trial basis. After this first student appeared to perform satisfactorily on the job, a second student was placed. This

second student, however, did not adjust due to difficulties of overdependency and dissatisfaction with the particular job duties. At that time, Steve introduced Bill to V.C. and the work-station. Bill completed his tenure as a cook during his Work-Study Program, and now has an offer of a full-time job when he graduates from high school.

The second student-client on the panel, Maxine, attended a beauty school on a half-time basis for eighteen months. She attended the beauty school full-time over the Summer months. Maxine is approaching graduation from high school and has completed her course in Cosmetology. She is preparing to take the State Board Exam to receive her beauty operator's license (see Appendix D). When she has obtained her beautician's license, she will be assisted in job placement by the local teacher-coordinator and rehabilitation counselor.

Maxine's story was preceded by a sparce work history. When Maxine first entered the local Work-Study Experience Program, she was placed in the school cafeteria by her teacher-coordinator. Her supervisor was very satisfied. After several months and a class study of various occupations, Maxine discussed her vocational aspiration of beautician with her teacher-coordinator, but she had been reluctant to become involved with these plans as she anticipated she would not succeed. Arrangements were made, however, with a local beauty school for Maxine to enter for a month's trial period of job training. During the initial stages, the teacher-coordinator and rehabilitation counselor and beauty instructor were concerned with her defeatist attitude, anticipations

of failure, and poor interpersonal relationships. Attempts to resolve these negative aspects were conducted, often spontaneously, on an individual counseling basis and in classroom discussions with peers. At this time she received more attention, acceptance, and concern than she had received in the past. Changes were noticed in her behaviors: she was less irritable, more secure, more co-operative, and satisfied with her training station. At this time, she decided to remain in beauty school as part of her work-study program.

DISCUSSION

Teacher-coordinator: This is a great opportunity for us and I hope a sharing opportunity for you. Because this panel is where it happened, this is what it is all about. This workshop has not only the people that are supplying revenues and responsible for administrative duties, but also the people that make up the program, the student, we have two of them, and, of course, the employer. Without the employer we would be lost.

The way we are going to do this is each student is going to get up and say something and once he is finished we will invite questions. I will direct the questions to the students, whoever I feel the question should go to and this way we will get first-hand experience as to what is going on, and what it is all about.

Employer: Thank you Steve, I hope you do prepare some questions. I want to tell you a little about how I got involved in the Program and the success we have had with it. Last September, right after the school program got started, Steve approached me with the idea of employing one of his students. I was a little leery of the thing, and your teacher-coordinators will run into this problem. Some guy comes in the back door some day and says, "I can give you an extra hand to help you out and it is not gonna cost you much of anything", and you kinda back off as I did. But, Steve was a pretty good salesman so I decided to give it a whirl and we started this young man to work in late September. His name is Daniel. Daniel was planning on being with us today, but he is a little bit sick and he couldn't make the trip.

Daniel is a slow learner and he was in the special education program. Daniel is a bit on the lazy side, along with being a slow

learner, but it offers a challenge for any employer to take a young man like Daniel and teach him to do anything at all. I think we have done a real good job with Daniel. Steve has helped me in the training. Steve was willing to spend many long hours at the unit. The first thing I did was to show Steve how to do the job, and then Steve would help with the training of Daniel. So there is another point right there, you have to have a teacher-coordinator who is willing to work. But as the months rolled on, we have Daniel so that he can do just about any work station in the store. He is doing so well that when we occasionally give tours I let Daniel do the tour. He takes groups through the store and shows them everything about the store and everything about the operation. He just keeps rattling on. He knows more about it than I do. If you don't believe that, just ask him. Boy, he can tell you about it. Daniel is doing a real fine job. He comes in at 11:30 a.m. at which time we are beginning to get pretty busy. He runs french fries through the lunch rush and then he has to clean up afterward. Daniel will, on a busy day, cook from 11:30 to 1:00, and bag anywhere from 400 to 600 orders of french fries. That's no little job. It is a hot job and you have got to be on your toes to keep up the production. So, I am real proud of Daniel and I wish he was here, but he is not, so I can only talk about Billy.

Billy came to us in early December. Billy is the one that I am really the most proud of. Billy is blind and he has a hearing problem, but he doesn't let this stand in his way as far as working. He started out just helping Daniel, he was Daniel's assistant, and now I have Billy preparing fish sandwiches and hot apple pie through lunch and he also keeps up with the french fries. He has to refill the baskets after Daniel does his cooking. You ought to see him get around, he really does move. I'm really proud of Billy because of his disability and the job that he has done.

Speaking from experience I would say that the Program in Jonesboro has just been a whopping success. I invite your questions and if any of you in this room are anywhere within driving distance of Jonesboro, I would be tickled to death to have you come watch Billy and Daniel work and see how well they get along, not only in their job but they get along so well with the other workers. They are able to relate with everybody in that store, and it is helping them socially as well as vocationally. So I am really proud of it. Like I said, I was really skeptical about taking one student, now I have two, and I would welcome a third one.

Audience-Participant: Would you have hired either one of these young people had it not been for this Program? If they had come to you personally and asked for a job, do you think that you would have taken the chance?

Employer: I doubt it. Well, no, I just wouldn't have done it. I mean you have to talk to Daniel to understand why I wouldn't have

hired him, but Billy you can see would have just been a chance to take. But I was sold on the Program. Especially by the time I had worked Daniel from September to the time I hired Billy, I was really sold on the Program. That is the reason I have two.

Audience-Participant: What about now, after graduation, is it possible that you would employ a person like this?

Employer: Yes, this is what we are working for with both of these boys. I started Billy at eighty-some cents an hour, which is half of normal wage in our business. Billy now makes $1.00 an hour. We are just progressively bringing him up to the minimum so that when he does graduate he will have a job if he wants to stay with us.

Audience-Participant: I would like to know from either one of them, or both, what they like most about the Program and what they like least about it.

Bill: I like the job, working, and the people.

Audience-Participant: Billy, can you hear me?

Bill:Yes, sir.

Audience-Participant: When your teacher came up to you and said "I have a job for you working at a store", how did you feel about that?

Bill: I thought it was pretty good.

Audience-Participant: Why, did you ever work before?

Bill: Well, no sir.

Audience-Participant: How did you know it was gonna be good?

Bill: Well, I don't know, I thought I would get a check.

Audience-Participant: When you were going to school with your teacher, did he teach you about what holding a job is, what the money is?

Bill: Yes, sir.

Audience-Participant: Hadn't he sorta talked you into it in class?

Bill: Yes, sir.

Audience-Participant: I'm trying to make a point. So you had been brainwashed into going to work, hadn't you?

Bill: Yes.

Audience-Participant: Didn't you at first resent it, or not like being told that people ought to work and make money?

Bill: Yes, sir. I like to go to work and make money.

Audience-Participants: Why, you had a pretty good deal before. Who needs to work? All you gotta do is find a rich wife. Why should you work?

Audience-Participant: Why should people work?

Bill: They work to buy them a house, to start their family.

Audience-Participant: Those are good reasons, Billy. Did you know that?

Bill: Yes.

Teacher-coordinator: I think Billy could sum it up by telling you some of the things he is involved in outside of his work station, what he does socially. Billy, tell them about some of your experiences.

Bill: I have a band and I work during the weekend.

Audience-Participant: What instrument do you play?

Bill: I play the drums, and sometimes I play the guitar.

Audience-Participant: How do you read the notes?

Bill: I play a lot of things by ear.

Audience-Participant: Where did you learn to play the guitar?

Bill: Well, one of the guys taught me how.

Audience-Participant: How long did it take you?

Bill: Well, it took me several months.

Audience-Participant: Who is head of the group?

Bill: I am.

Audience-Participant: Where do you all play?

Bill: Most of the time we play at my house, and we go to a store. A friend of mine owns the store.

Teacher-coordinator: Well, what he is building up to is that he is saving the money he receives and it goes into instruments. They pay $85.00 a month for rent for this place to practice. This is where his time and energy are going.

Audience-Participant: What else do you do Billy, besides playing in the band?

Bill: I like sports, I bought me a lot of things that I use now. I bought me a pool table. I really enjoy that.

Audience-Participant: Billy, do you have any money in the bank?

Bill: Let me see, right now about $30.00 saved.

Audience-Participant: You got $30.00 in the bank right now? After buying all that?

Bill: Well, I started saving before I wanted to buy something. There were so many things I would like to have. I wanted a motorcycle.

Audience-Participant: Maxine, what kind of job do you hold?

Maxine: I work at the Hot Springs Beauty College. I work on people's hair.

Audience-Participant: How long have you worked there?

Maxine: 19 months.

Audience-Participant: What are your plans? Are you going to be a beautician, or beautician's aide, or is this the kind of job you are going to do when you graduate?

Maxine: If I pass State Board.

Audience-Participant: What do you find hard about your job?

Maxine: The studying.

Audience-Participant: You have to study that book and learn all those big words, don't you?

Maxine: Yes.

Audience-Participant: How are you coming along?

Maxine: Fair.

Audience-Participant: How much do you make working there? Do you get paid?

Maxine: No.

Audience-Participant: Maxine, you are just in training, when will you take the State Board Exam?

Maxine: The last of this month.

Audience-Participant: Will you pass it?

Maxine: I hope.

Audience-Participant: How old are you?

Maxine: 18.

Audience-Participant: 18 years old. Why did you choose to go into Cosmetology? Was it exciting, the reading, the learning big words? There are so many other things a girl could have chosen to go into, why did you choose it?

Is there any other kind of work you had rather do? What would you do if you hadn't done this, what would you do if you didn't pass the exam?

Maxine: I don't know.

Audience-Participant: You would choose something else. You are gonna pass that thing, aren't you?

Maxine: I will try.

Audience-Participant: Do you have a lot of trouble reading that book?

Maxine: Not a lot.

Audience-Participant: How about the chapter about the head, all the different parts of the head, the muscles, doesn't that turn you off?

Maxine: I just skip that.

Audience-Participant: What will you do if you have questions on it?

Maxine: We won't have questions on it.

Audience-Participant: Positive thinking. Do you have a tape recorder?

Maxine: No.

Audience-Participant: Can you borrow a tape recorder from someone? The reason I am saying this is a lot of times I have the same trouble. I have a lot of trouble reading long, hard words. You are not by yourself. So, what I do, I have someone read the chapter on to a tape. Now, when the tape is playing, it's playing what I'm reading. If I can hear it and read it at the same time, I learn it better. You ought to try it sometime. Maybe you can borrow a tape recorder from Mr. Love and have someone read that crazy chapter on anatomy before the final exam and learn to memorize the reading, the questions and the answers. You ought to try that sometime. You read and you listen in the same amount of time.

Audience-Participant: How do your parents feel about this program? Do they like it?

Maxine: Which one?

Audience-Participant: Your parents? Oh, you are a foster child, how do your foster parents feel about it?

Maxine: Fine.

Audience-Participant: How about your real parents?

Maxine: I don't know.

Audience-Participant: You don't have contact with them. Where are you living now?

Maxine: I live in an apartment by myself.

Audience-Participant: Who takes care of you?

Maxine: Myself.

Audience-Participant: How are you paying for your room and board?

Maxine: I work at the hotel.

Audience-Participant: Do you have any money in the bank? Checking account?

Maxine: Yes, sir.

Audience-Participant: What about a savings account? How much do you have in the savings account?

Maxine: Eighty-seven and I don't know how many cents.

Audience-Participant: Maxine, do you have a boyfriend?

Maxine: Yes.

Audience-Participant: Do you love the boy, serious?

Maxine: I don't know about serious, but he is nice.

Audience-Participant: Does he have a good job?

Maxine: He's not working, he goes to college.

Audience-Participant: Sounds pretty good. If you don't pass the State Board, are you going to take it again?

Maxine: I might have to take it three times. Mr. Love is going.

Audience-Participant: What is Mr. Love going to do?

Maxine: He is going to read the questions, but I have to answer them.

Audience-Participant: Do you have the prospect of a job when you get your license? Will someone help you find a job?

Maxine: Mr. Love and the owner of the beauty school.

Teacher-coordinator: Problems do come up, as a teacher-coordinator I know. It is not so much with the student as it is with the employer. So if you have something you would like to ask in the way of a problem that might come up, I welcome your questions.

Audience-Participant: Did you find that these two boys you hired have more accidents or as many accidents as "normal" workers?

Employer: No, I don't think we have had any accidents involving either Billy or Daniel since they started to work. That is something that is kinda scary, I have them both working around hot shortening and you have to watch them. But they both know their jobs so well, they know. It's like a kid getting against a stove, they know. Billy knows where everything is. He could hold his hand over that shortening and not get it in there. He knows that much about it. So, we are not worried too much about him now. But when they first started to work, especially Billy, that was something for us to worry about.

Audience-Participant: How much visual loss?

Employer: I don't know. It's pretty bad.

Teacher-coordinator: I believe Billy is legally blind in both eyes.

Audience-Participant: Mr. Wheeler, have you had inquiries from other people in regard to your experiences with these students?

Employer: I have. The way our operation is set up, the man that owns the franchise owns eight other franchises. I have had inquiries from him about how the Program works. You see, they don't have anything like that where he is. They have a distributive education program, but they don't have anything like this special education Work-Study. We have gone over it with this gentleman, and, of course, he had his doubts too when he first came over and saw what we were doing in the Program. But we convinced him that it is a good program and it is working so there is no problem.

Teacher-coordinator: V.C. has exemplified what a teacher-coordinator is seeking. When you place a student-client with him, he not only works with the individual, but he is in there selling the Program to other people. V.C. volunteered to go and offer assistance to other areas of Arkansas to help sell the Program. This is my job. I am beginning to wonder. When you have cooperation like this, it sure does make it a heck of a lot easier.

Employer: If I had everybody as dependable as these two students are, I would be really in good shape. I get "normal" people as you say, and they have normal bad habits and they don't show up for work, they don't call, they come in late, all kinds of stuff like that. But Billy and Daniel are always there early. I don't think Billy has missed a day. Daniel has had some sickness, like this week he is sick, but he makes it a point to call or have his mother call in all the time.

Audience-Participant: Are they as fast as regular employees?

Employer: Daniel is as fast on his particular job, his fry station. Billy is a little slower, but as many as we put out, a little slower doesn't make that much difference. He is working like six to twelve fish sandwiches at a time and twenty to thirty pies at a time, plus he is filling all these fry baskets for Daniel. So, a little slower doesn't make that much difference. If we were running races, it might, but not enough that you could tell it.

Audience-Participant: Do you have any problems with other employees in regard to these boys?

Employer: Well, we had a few problems because I have other high schoolers working at the store. Not so much during the daytime. But say if Billy and Daniel were to work late in the afternoon and have contact with some of these other boys, we might have just a little trouble when they first started. But this is with Daniel.

By the time Daniel had worked there three or four months and proved himself, and proved that he could do the work, and when we brought Billy into the store, there was no problem. The other students watch because they don't want to get in their way. There are some of them amazed about how well they do their job. But as far as morale problems in the store, we don't have that. We have morale problems because I am so hard to work for, but not because of Billy or Daniel.

Audience-Participant: Are you usually present at the store when these boys are working?

Employer: Yes, sir.

Audience-Participant: How do these two fellows handle their transportation to work?

Employer: Well, Daniel started out riding a bicycle to work on nice days. We had a problem of Winter weather, so Phaup would bring him to work or he would find a ride with someone. Billy usually gets a ride with Mr. Phaup or his parents bring him. They walk on nice days. They are good friends and they have mutual interests and usually you can see them about 2:00 o'clock going up the avenue grinning from ear to ear watching some girls or something.

Audience-Participant: Periodically, Steve comes back to get an evaluation from you on your workers, right?

Employer: Right.

Audience-Participant: What did he do so you would give him an accurate assessment of their progress? In other words, did you feel at first you had better not tell him the truth because it would jeapordize their jobs, or did you feel like you could level with him and point out their weak areas?

Employer: I thought I could level with him. In the first place, the relationship we have is that we are both honest with each other. He brought the guys in here and wanted me to try them out and I said I would. But I was skeptical about the Program and I was going to let him know if something wasn't working out. And we had problems. We had problems with Daniel, and we had another one of his students that I tried who just didn't work out. He would come in once a week to ask how they were doing and I would tell him, "They are doing O.K.", or "We have a problem here". Then he would take the student aside, either in the basement or wait until the next day in class, and talk to the student about the problem and then let me know that he has talked to them about it. Then it should be O.K. If it is not, then we go again. This one particular instance that we had that did not work out, the kid worked

two weeks and that was it. We just got together and decided it was better for the Program and better for what I needed to let the kid go.

Audience-Participant: Did you and Steve know each other before this placement?

Employer: No, we didn't.

Audience-Participant: In the case of the youngster who didn't work out, was it because he couldn't do it, was he not capable of doing it, or was it his work habits?

Employer: It was his work habits. He was just lazy, and he wouldn't show up for work.

Audience-Participant: The boy you had removed, is he out working now?

Teacher-coordinator: The ironic thing about this, this young man has since graduated from the Program and is now holding down a position with a grocery store. This is what I couldn't understand. It turned out that one of the big reasons we had trouble with him at V.C.'s store was, well, his prop wasn't around. I was supplying the transportation to and from work and he became overly dependent on me. This presented a problem when I did leave, and it did result in his losing his job and it was justifiably so. So once he found this other position and it was close to home, he could do the job and do it well. He was very high functionally, and he could do the job very well. This is what we are seeking. Once he starts exhibiting his responsible behavior, then we feel he is ready.

Audience-Participant: There is a real point. Don't you find out that it is a real thing as to just how much help to give and not do too much? Is this a critical point?

Teacher-coordinator: This is my bad point, I overdo things many times and in this case it was negative. There is also the other extreme where you place an individual and you forget about him. You tend to your other business and you forget about him, and when you go back the kid isn't working and he isn't going to tell you anything about it. I have had this happen where an individual lost his job and he was too embarrassed to say anything about it. But you had forgotten about him all this time and he knows that you don't know. It is my first year and I am learning all that. I have a few scars.

Audience-Participant: How did you handle the thing when you fired this guy?

Employer: Well, the key to the thing is communication between the teacher-coordinator and the employer. The job this young man had included being at work at 6:00 o'clock in the morning. Mr. Phaup spoiled the kid. He would get up at 5:00 or whatever it took to get to the boy's home and roll him out of bed and get him dressed and to work at 6:00 o'clock. So here comes Christmas vacation and Mr. Phaup takes a trip for a week and I don't have a maintenance man. So I start going and getting him. Well, you know, you come in at 8:00 and the floor is not mopped and you mop it yourself or get somebody to mop it. That worked for a couple of days and I went out there one morning and he wasn't even at home. So I just turned it over to Steve when he came back and let him handle it.

Teacher-coordinator: Sometimes these people take a job and it really isn't the job they want. I found this out in a lot of programs.

It's amazing how picky they can be, it really is. This is the sad thing. Like in the case of Billy who enjoys what he is doing, I wish we were all like that. I have had kids in three jobs and they just don't like it. They say, "I can't get along with the people". Then you put them in this other position, and it just happens to work out.

Audience-Participant: Do you think that guy learned anything by getting fired?

Teacher-coordinator: No, I don't. I'm serious, I don't believe he did. It didn't upset him in the least. He finally found a position in which he was competent, and it was my fault for not recognizing it. He was making a lot of money where he was working, far more than he will eventually receive where he is now working, and he turned it down.

Audience-Participant: I would take it that you listen to them quite a bit as to their attitude toward the job. You change them around based partly on how they are reacting?

Teacher-coordinator: Yes, you are dealing with an educational thing, you are in the classroom, but I have found that you are dealing with an individual, separate. This is a human being and he has a personality and this is the thing you have to deal with and is most important. I think V.C. will back me up, having had this experience with Billy and Daniel, you are dealing with a functional thing and you have to feel your way through this. They are unique in their own way.

Audience-Participant: More than an academic nature?

Teacher-coordinator: Sure, we have an academic aspect, but it is only part of the whole thing.

Audience-Participant: V.C., let me ask you this. In school business we are all concerned about the attitude of people, businessmen in the community like yourself, toward school. You know we count on millage and this kind of thing. But now, does this Program help? What kind of effect does this have on you, or does it have any, in regard to your conception of what is going on in school?

Employer: Well, in my opinion, it is the best program that I have heard of because it is getting these potential welfare people and teaching them how to work and what work is. Like Billy, now he has a job if he wants it when he graduates from high school. He is not going to be on welfare. You talk about millage and taxes and what our taxes go for, and that's why I tell everybody I see about the Program and encourage people to hire these kids.

It is a satisfying thing. Some of our kids have already attained a salary level that they are now turning money back into the system. Now and then I think about that. Once that money starts being returned, you know it's working.

RECOMMENDATIONS

The list of recommendations was drawn from the Participants' Evaluation Questionnaires (Appendix A) and post-workshop verbal responses. Additional training, e.g., workshops and seminars, is needed to provide information on the following aspects of the Work-Study Experience Program:

1) Curriculum design
2) Classroom arrangement
3) Classroom equipment
4) Accreditation
5) Working with parents
6) Rehabilitation and Education relationships, agencies and personnel
7) Responsibility of employers
8) Wages, Workman's Compensation and other training - and job-related areas
9) Education of community
10) Committees for selection and termination of students
11) Job-sample methods
12) Techniques for vocational selection and job placement
13) Evaluation of students
14) Personal adjustment of student-client
15) Vocational adjustment of student-client
16) Behavior modification programs and techniques
17) Other persons working with work-study programs and student-clients
18) Design and techniques for expansion of existing Work-Study Experience Programs.

APPENDIX

A. Percentages of Responses to Evaluation Questionnaire

B. Three Roads for the Mental Retardate

C. Workshop Participants

D. Outcome

APPENDIX A

PERCENTAGES OF RESPONSES TO EVALUATION QUESTIONNAIRE

1) Work-Study Programs are a vital part of our high school programs today.

Strongly agree 94.3% Agree 2.9% No comment 2.9% Disagree 0 Strongly disagree 0
Comments:

2) Work-Study Programs ARE NOT worth the time and effort required to be effective.

Strongly agree 0 Agree 0 No comment 2.9% Disagree 2.9% Strongly disagree 94.3%
Comments:

3) This workshop has been of little help to me in my own situation.

Strongly agree 2.9% Agree 11.4% No comment 2.9% Disagree 40.0% Strongly disagree 42.9%
Comments:

4) The consultants were knowledgeable and effective in their presentations.

Strongly agree 71.4% Agree 25.7% No comment 2.9% Disagree 0 Strongly disagree 0
Comments:

5) The discussions held during this workshop were too theoretical and not practical.

Strongly agree 0 Agree 0 No comment 0 Disagree 54.3% Strongly disagree 45.7%
Comments:

6) This type of workshop should be attended by other personnel from Education and Rehabilitation.

Strongly agree 51.4% Agree 40.0% No comment 2.9% Disagree 5.7% Strongly disagree 0
Comments:

7) I think the "Experiences in the Work-Study Program-Panel" was a valuable experience.

Strongly agree 65.7% Agree 25.7% No comment 5.7% Disagree 2.9% Strongly disagree 0
Comments:

8) What did you like MOST about the workshop?

_____

_____

9) What did you like LEAST about the workshop?

_____

_____

10) In what other areas of the Work-Study Program do you need training?

_____

_____

APPENDIX B

THREE ROADS FOR THE MENTAL RETARDATE[1]

EDUCABLE HABILITABLE
ADOLESCENT OR YOUNG ADULT

17+ C.A.

Good Physical Health

Good Mental Health

I.Q., 50 to 75

S.Q., 50 to 90

Scholastic Achievement
to Grade 2, 3, 4, or 5

Had adequate special education available in school

Has adequate habilitation program available in community

Has informed employer group in the community

APPENDIX B (continued)

SUCCESS	PARTIAL SUCCESS	FAILURE
Stays in high school special class until ready for work	Drops out of school early	Drops out of school early
Takes on-the-job training	Drifts into jobs, learning from failures, changing often	No attempt to find job; quits if placed on jobs
Learns responsibility and dependability	Accepts no direction from appropriate agencies	Overprotected by family; or socially abandoned by family
Gets continuous help from appropriate agencies	Has no feeling of personal responsibility	Aimless existence
Changes jobs only to improve self	Gradually absorbed into menial labor force	Never marries
Lives in half-way house; or lives with family and pays own support	Occasionally marries; poor provider	Sometimes committed to state or private institutions
Occasionally marries; fairly good provider	No civic responsibility	If undirected turns toward delinquency
Readily absorbed into menial labor force		No feeling of personal responsibility
Exhibits economic and personal stability		No civic responsibility
Civic responsibility (limited)		

1 John R.Peck, Ph.D. Professor of Special Education, The University of Texas, Austin, Texas.

APPENDIX C

WORKSHOP PARTICIPANTS

Milburn Adams, Supervisor
Special Education Division
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

John Barker, Assistant Superintendent
Osceola Public Schools
112 North School Street
Osceola, Arkansas 72370

Miss Patty Bell
Teacher-Coordinator
Jenkins Memorial Children's Center
2410 Rike Drive
Pine Bluff, Arkansas 71601

Don Blessing, Supervisor
Little Rock, Public Schools
West Markham & Izard Streets
Little Rock, Arkansas 72201

Vince Bond, Supervisor
Arkansas Rehabilitation Service
723 Cumberland Street
Little Rock, Arkansas 72202

Robert Bradbury, Assistant Superintendent
Jonesboro Public Schools
1300 South Church Street
Jonesboro, Arkansas 72401

Mrs. Maxine Britt, Counselor
Arkansas Rehabilitation Service
905 Cherry Street
Pine Bluff, Arkansas 71601

John Butler, Principal
Benton High School
Border Street
Benton, Arkansas 72015

Earl Coats, Supervisor
Arkansas Rehabilitation Service
610 North Greenwood
Fort Smith, Arkansas 72901

Gerald Craig, Principal
Greene County Tech School
Route 4
Paragould, Arkansas 72450

Jim Dasher, Supervisor
Vocational, Technical & Adult Education
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Anwar Failey, Assistant Principal
Greene County Tech School
Route 4
Paragould, Arkansas 72450

Dr. Gerald Fisher, Superintendent
Hot Springs Public Schools
140 Border Street
Hot Springs, Arkansas 71901

Dr. Stanley Fudell, Professor
Department of Special Education
Texas Tech University
P.O. Box 4700
Lubbock, Texas 79409

Leo Giles, Counselor
Arkansas Rehabilitation Service
720 East Fifth Street
Texarkana, Arkansas 75501

John Grigsby, Supervisor
Arkansas Rehabilitation Service
818 Cobb Street
Jonesboro, Arkansas 72401

Gary Hanners, Counselor
Arkansas Rehabilitation Service
818 Cobb Street
Jonesboro, Arkansas 72401

Clayton Harrison,Counselor
Arkansas Rehabilitation Service
201 Perry Street
Helena, Arkansas 72342

James D. Herndon, Planning Consultant
Arkansas Rehabilitation Service
Program Planning
723 Cumberland Street
Little Rock, Arkansas 72202

Tom Hicks, Director
Special Education Division
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Mrs. Betty Hinson, Supervisor
Pulaski County Special District
924 Marshall Street
Little Rock, Arkansas 72201

Robert C. Hope, Supervisor
Program Evaluation
Arkansas Rehabilitation Service
211 Broadway, Room 227
Little Rock, Arkansas 72201

Jerome Jenkins, Coordinator
Fargo Vocational-Technical School
Brinkley Public Schools
Brinkley, Arkansas 72021

Thomas Johnson, Supervisor
Arkansas Rehabilitation Service
206 South Second Street
West Memphis, Arkansas 72301

Andrew Jones, Counselor
Arkansas Rehabilitation Service
723 Cumberland Street
Little Rock, Arkansas 72201

Leroy Jones, Counselor
Oak Grove High School
Route 6, Box 141
North Little Rock, Arkansas 72118

Ronnie Love
Teacher-Coordinator
Hot Springs High School
701 Emory Street
Hot Springs, Arkansas 71901

Ray Lumpkin, Principal
Barton Junior High School
West Faulkner
El Dorado, Arkansas 71730

Miss Monda Marlar, Consultant
Region VIII Education Service Center
P.O. Box 689
Magnolia, Arkansas 71753

D.B. Meador
Assistant Superintendent of Instruction
Blytheville Public Schools
614 Chickasawba
Blytheville, Arkansas 72315

W.C. Meers, Principal
Hot Springs High School
701 Emory Street
Hot Springs, Arkansas 71901

Mrs. Mavis Nipper, Counselor
Region VIII Education Service Center
P.O. Box 689
Magnolia, Arkansas 71753

Dr. John Peck, Graduate Adviser
Department of Special Education
University of Texas at Austin
Austin, Texas 78722

Steve Phaup, Teacher-Coordinator
Jonesboro High School
301 Hurricane Drive
Jonesboro, Arkansas 72401

Dr. Jack Plummer, Director of Training
Arkansas Rehabilitation Research and
Training Center
Hot Springs Rehabilitation Center
Hot Springs, Arkansas 71901

Mrs. Natalie Pruett, Supervisor
Special Education Division
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Bill Puckett, Supervisor
Special Education Division
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Marnette Ragon, Supervisor
North Little Rock Public Schools
27 & Poplar Streets
North Little Rock, Arkansas 72114

L.O. Ramsey, Principal
Morrilton High School
701 East Harding Street
Morrilton, Arkansas 72110

Charles Sims, Principal
Jonesboro High School
301 Hurricane Drive
Jonesboro, Arkansas 72401

Leonard Spitzer, Principal
Parkview High School
2600 John Barrow Road
Little Rock, Arkansas 72204

Dr. Fay Smith, Director
Region VIII Education Service Center
P.O. Box 689
Magnolia, Arkansas 71753

Danny Stell, Counselor
Arkansas Rehabilitation Service
1001-R South Arkansas
Russellville, Arkansas 72801

Joe Sweatt, Director
Jenkins Memorial Children's Center
2410 Rike Drive
Pine Bluff, Arkansas 71601

Leon Vandivor, Superintendent
Rector High School
Rector, Arkansas 72461

Willard West, Counselor
Arkansas Rehabilitation Service
455 East Township Road
Fayetteville, Arkansas 72701

V.C. Wheeler, Manager
MacDonalds, Inc.
Jonesboro, Arkansas 72401

Roy Wood, Supervisor
Special Education Division
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

APPENDIX D

OUTCOME[1]

Prior to the examination date, Maxine completed several weeks of intensive study on the written and practical aspects of the State Board Exam for Cosmetology. Her beauty school instructor tutored her in the proper steps and procedures to follow in the practical portion of the test. Also, her teacher-coordinator reviewed the theory and study questions with her for the written part of the examination. Her rehabilitation counselor made arrangements with the Director of the State Board of Cosmetology for the teacher-coordinator to read the written portion of the test to Maxine and she would answer the questions.

Maxine passed the State Board Exam on April 27, 1971, and received her License of Cosmetology on May 1, 1971. She has secured job-placement in a local beauty shop. Maxine will begin full-time employment on June 1, 1971.

[1]Ronnie Love, Teacher-Coordinator, Work-Study Experience Program, Hot Springs High School.

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